University Campus Oldham
Higher Education at Oldham College

Provider Context

Higher Education provision at The Oldham College is distinctive, it is aspirational and designed with the local community in mind, and all staff and students work in partnership to create a vibrant, welcoming and personal learning community. The College delivers Higher Education (HE) as a discrete provision, in dedicated HE learning and social spaces, at the University Campus Oldham (UCO) site. This campus currently has a student population of approximately 600, it has a strong track record of HE delivery over the last decade and with 32 HE lecturing staff working alongside experienced academic and professional support teams it strives to deliver excellent higher education courses to the local community of Oldham. Community is vital to Oldham College, as reflected in its mission 'to deliver high quality technical and professional education and training, which increases the economic and social wealth and wellbeing, by supporting labour market participation, business growth and improved productivity'. As an Ofsted Grade 2 College (Dec. 2018), it strives to be an organisation that is strong, resilient, well managed and well resourced, and that is the 'best place to learn, the best place to work, and a great partner for stakeholders, with clear focus on work relevant and employment related education and training, delivered with efficiency and excellence'. The College's strategy is ambitious, with continued growth in HE provision being central to this, including a further diversifying of the curriculum with higher level apprenticeships. Inspirational Teaching, Learning and Assessment through an inclusive curriculum, in which health and wellbeing, digital literacy and employability skills are effusively and consistently embedded, is an important feature of the Strategy. Likewise, Graduate Outcomes is recognised as pivotal, with a targeted focus on increasing rates of highly skilled employment in the local area and wider region for our graduates. The unique HE environment is a core feature of the Strategy as the College strives to maintain and further enhance the separate HE campus environment and foster a culture of research and scholarly activity between staff and students.

UCO was a satellite campus of the University of Huddersfield (UoH) until 2012 when it transferred over to The Oldham College, who sought to build new partnerships with Higher Education Institutions (HEIs) to create an employer-relevant curriculum that provided Foundation Degree (FD) routes alongside BA/BSc programmes. The latest milestone in this journey was in 2016-17, when the College launched new collaborative partnerships with the University of Central Lancashire (UCLan), Sheffield Hallam University (SHU) and the University of Bedfordshire (UoB). While continuing to work with the UoH to deliver postgraduate Teacher Education courses and Pearson to deliver a HNC in Construction, these new partnerships provided an opportunity to refresh and update the curriculum, respond to employers' needs and included the introduction of nine new courses in addition to the previous offer. All Foundation Degrees now have an Honours top-up year and two subject areas have introduced an Entry Level offer in order to further widen participation in HE and ensure a clear progression way to higher level skills.

The HE offer aligns with the strategic themes of widening access and social inclusion in areas of historically low participation and community engagement in HE, and endeavours for transformational impact on the local social and economic environment. Crucially, the HE offer aligns with the FE provision to ensure clear pathways and progression opportunities for the local community. The recent report from Oldham Council, 'Oldham in Profile' (Feb. 2018), identifies the town has many areas with low household incomes, low engagement with work across the 35-49 age group and low numbers of adults with higher level skills and qualifications. The College works hard to encourage and enable entry into further and higher study. Course teams regularly carry out school and community based projects and initiatives, some of which are funded through the National Collaborative Outreach Programme (NCOP). For example the Graphic Design team are working with school groups on projects and creative briefs that are outside of the school curriculum and are raising awareness of Higher Education routes. This is further enhanced by the Graphic Design and Photography courses collaborating with Saddleworth School to present awards and commendations for excellence in GCSE Product Design and Photography at their Year 11 Presentation Evening. Sports students have worked alongside Oldham Healthwatch supporting

and promoting a selection of health and wellbeing tasters and demonstrations such as 'Andy's Man Club', which involved talking about Mental Health experiences in particular male mental health; looking at health and wellbeing methods such as Reiki, healthy cooking workshops and health walks. Furthering this partnership, UCO has hosted a Healthwatch Oldham conference, and welcomed other health initiative groups to events, including a TB awareness stand at Fresher's Week which is supporting a project to raise awareness of genetic disease and prevention, particularly focussed in the South Asian community. Moreover, at the annual Fresher's Fayre and Festive Fun Day staff and students work together to raise money for local charities and organisations through a range of stalls and activities, recognising the College's social responsibility in the local community as well. All of this work is critical to the College's mission of adding social and economic value to the communities of Oldham and enabling individuals to acquire high levels of skill and knowledge close to home in order to contribute to the development of the local area.

The Indices of Deprivation (IMD Ranks) (2015) highlight levels of deprivation to be among the highest in the country and 4 wards in Oldham among the lowest 1% in the UK. The majority of HE students travel less than 5 miles to study at UCO (66% in 17/18) with a further 31% commuting from the wider region. Students from areas of low participation predominate the College's HE student population, with the largest concentration (59 students in 17/18) from Coldhurst, one of the most multiply deprived 1% of wards in the UK. In 2017-18, 286 (49%) of the College's HE students lived in 10 of the lowest income wards. Higher level skills are also recognised as an area of concern in Oldham, with a higher proportion of residents with no qualifications and fewer residents holding degree level qualifications compared to Greater Manchester (GM) and national averages.

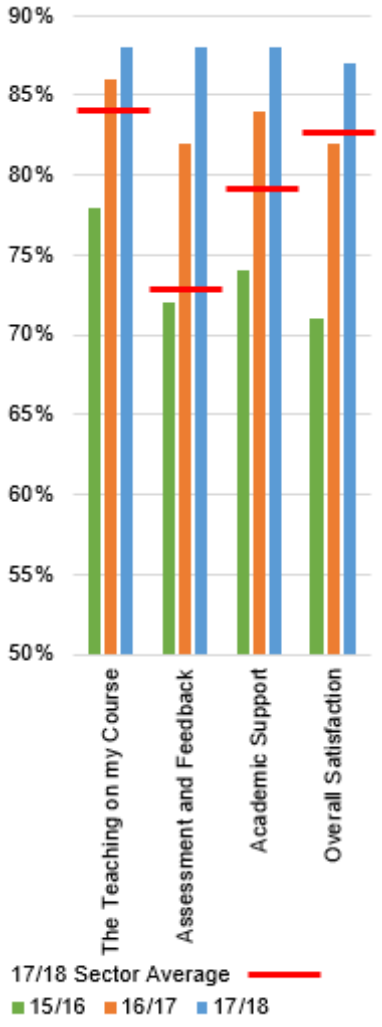
	Oldham (%)	**Greater Manchester (%)**	**England (%)**
NVQ 4 and above	27.6	33.6	36.7
No qualifications	15.0	10.1	8.4

Table 1: Highest Qualification Level Attained (Adapted from: ONS – Annual Population Survey 2016)

With higher qualifications being much lower than the national and regional average, and the percentage of individuals with no qualifications being significantly higher, such an educational context brings about a particular set of challenges when discussing student retention and graduate outcomes. Combined with the socio-economic landscape outlined above, however, it also illuminates how the College provides crucial provision and opportunities to its local communities that are vital for socio-economic improvement. The flexible, responsive, creative approach the College takes to HE Curriculum development and delivery means it is able to adapt to the changing educational environment; it values and promotes diversity in its student body and places students and their needs as top priorities. Occupying a niche in the Higher Education market, by providing small class sizes and a welcoming, supportive, inclusive learning environment for all students, the College successfully engages non-traditional students across the spectrums of age, ethnicity, academic qualifications and family commitments. Moreover, the excellent level of personal support attracts students who may not traditionally aspire to progress to higher level study or who choose not to travel for their education. This is particularly important in Oldham where access to HE is below the national average, with areas of extreme poverty, and where for many of the local residents English is not the primary language spoken at home.

The staff at the College delivering higher education fully recognise and respond to this wider context and passionately champion the delivery of transformative and aspirational education to the local community. Teaching excellence at UCO means providing a personalised learning experience for all students, supporting and challenging students in equal measure to achieve the best results they possibly can. For many students who enrol on a degree with the College this is a daunting prospect, staff are highly attuned to this and work with students to build confidence alongside skills and subject knowledge in order to empower individuals. All staff strive to be inspirational in their teaching in order to aspire students to achieve their qualifications but also progress on to be well-rounded, conscientious individuals with a clear drive and passion to make a difference in their future careers. The College takes great pride in its HE delivery and this culture filters through to staff and students alike.

Teaching Quality



NSS Results: College vs. Sector Average

Over the last three years the College has had a consistently improving performance in all aspects of the National Student Survey (NSS), with results far exceeding the sector average in 2017-18, and with the questions relating to Teaching, Learning and Assessment being notably strong. In a three-year period, the overall satisfaction rate has increased by 10%, coupled with a growing response rate (achieving 90% in 16/17 and 17/18 surveys), this data trend reflects the College's strategic planning and targeted approach to continual improvement in all areas relating to teaching, learning and assessment and the student experience. Moreover, it also evidences the strategic improvements the College has made in understanding and responding to data requirements in a HE context. Furthermore, the 'Learning opportunities' satisfaction rate was 89% in 17/18 and 90% 16/17 demonstrating the relevance, value and appropriate levels of challenge the College HE provision offers students who may not traditionally enter HE-level study. The College is incredibly proud of the positive journey made in relation to the NSS and it is just one aspect of student data that is now on a three-year improving trend. With a double positive flag on 'Assessment and Feedback' and a single positive for 'Academic Support' for the full-time mode, the TEF metrics evidence that students highly value the teaching, learning and assessment provision and perceive themselves to be well supported in their academic studies.

Equally, the NSS highlights the positive progress made by the College since taking over UCO from the UoH in regards to managing and responding to data. With an increased ownership and understanding of data being led by the Senior Management Team (SMT) and championed with all staff, the growing awareness of data, particularly that relating to student feedback, has ensured the right resources and priorities are identified and implemented in a timely and effective manner. This is exemplified by the strategic focus on 'Assessment and Feedback' in 2017-18, led by the Teaching, Learning and Assessment Committee, and which included the development of UCO-specific resources and dedicated Staff Development events with internal and external speakers. Such focus is evidenced by the HE-specific 'Principles of Assessment and Feedback' alongside institutional Best Practice Guides on 'Providing Student Feedback' and 'Moderation Practices' which enables UCO to support staff in developing assessment and feedback strategies tailored to the student demographic while also adhering to the academic regulations of partner institutions. Student engagement with the assessment and feedback process has also been strengthened by the use of a feedforward model embedded in the tutorial scheme. This initiative facilitates student engagement with feedback and is enhanced by an academic tutorial to support feedforward into future assignments.

As specified in the Learning, Teaching and Assessment Strategy 2016-2020 (LTA Strategy), all staff are to be 'highly qualified, with a master's qualification or higher, and being a subject specialist, who hold a teaching qualification and be an accredited member of a professional body where appropriate'. All staff who are teaching on HE courses are on HE-specific teaching contracts that enable the pursuit of research and scholarly activity. The importance is demonstrated by the fact that 35% of staff are currently studying for or have achieved doctorates. Likewise, all staff are either members of, or in the process of applying for HEA Fellowship recognition, with a member of staff having recently been awarded Senior Fellowship. The College supports staff in completing this process through training and relevant seminars as well as offering financial resources. A commitment to the continuous development of our staff is evidenced by the Staff Seminar Series, which involves weekly sessions throughout the two semesters, alongside Staff Development

events and the ability to secure institutional funding for CPD activities all encourage this ambition and ensure all staff have the ability to engage in continuing professional development. All staff are supported through training in all aspects of the Library and Resource Centre as part of the induction process, while the Academic Development Lecturers act as mentors for any staff undertaking further studies. Likewise, the College annual appraisal system allows for HE teaching staff to be set HE-specific targets and development, including those in relation to research and scholarly activity, CPD, teaching, learning and assessment, student success, and student retention. College-wide schemes, such as the STAR Award and annual Teaching Awards, reward inspirational teaching and recognise staff who have gone the extra mile for students, thereby encouraging a culture of excellence. Staff contributions to development events and the seminar series exemplify the ownership and pride that UCO staff take in teaching, learning and assessment. Staff welcome the opportunity to share good practice across disciplines and to drive forward continual improvements for the benefit of the student community.

The annual 'Research Symposium' and 'TLA Symposium' organised and hosted by UCO Staff are celebratory events that share best practice, evidence innovation and enhancements in teaching, learning and assessment, and facilitate discussions about research and scholarly activity between staff, students and external guests. These events enable student engagement with research and provide opportunities for meaningful partnerships in all aspects of higher education study. The importance placed on ensuring the highest quality of teaching, learning and assessment is demonstrated through the operation of a HE-specific Peer Observation and Development Scheme for all staff based on the UCO Campus involved in delivering higher education. An important outcome of this scheme is the sharing of best practice across the institution and this is done through the 'TLA Symposium'. In 2017-18, staff participated in an interactive 'Show and Tell' at the event which enabled a "hands-on" approach to share pedagogy and practice. Equally, all HE Lecturers are employed on HE-specific contracts with lower teaching hours as a requirement compared to FE Lecturers. This recognises the specialist nature of HE curriculum, the need for staff to have time to engage in CPD, maintain currency and expertise in industry, and to undertake research and scholarly activity. The impact of these activities is evident in the most recent NSS metrics for 'Teaching on my Course' but also for the NSS results for 'Learning Opportunities' with a 91% satisfaction rate for the courses having provided opportunities 'to explore ideas in depth' and 'to bring information and ideas together from different topics', demonstrating the development of higher-level critical thinking and research skills.

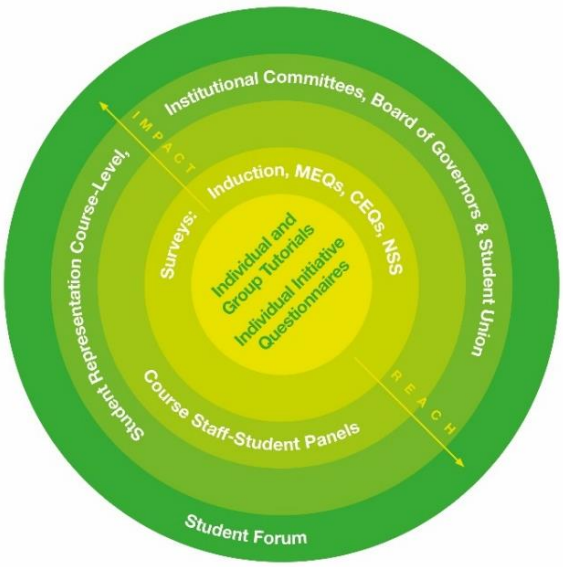
The validating and franchising partner model means that the College regularly undertakes validation events and is continually reviewing the quality of teaching, assessment and feedback. External Examiner reports evidence the rigour and stretch of the course design, and the effectiveness of assessment and feedback, particularly in relation to ensuring students are meeting industry and sector-specific skills and requirements. Examples of the feedback received from EE's includes:

- *courses are designed to require the students to read widely and purposefully to augment and justify their observations and research* (Children and Young People)
- *there is a good variety of opportunities for students to engage with ideas, concepts and practices that reflect the current field* (Performance)
- *the programme covers a wide range of industry relevant modules that prepare students for employment in the sector* (Sports Coaching)
- *the curriculum is excellent and reinforced by the briefs given to students, which are varied, and comprehensive* (Digital Arts),
- *the standard of teaching, guidance and support is excellent and students are clearly provided with the opportunities to achieve high standards* (Health and Community Studies).

The spread of feedback across the curriculum areas attests to the consistent approach taken in delivering employment-focused curriculum which is designed to deliver academically rigorous programmes of study with relevant and meaningful assessment and feedback. Furthermore, the Annual Evaluation Report (AER) process, which asks all course teams to review the delivery, assessment and outcomes of each course on an annual basis and is subject to scrutiny by an

internal panel and external reviewer, is a mechanism by which issues of stretch, rigour and effectiveness in teaching is monitored. With internal moderation undertaken via the College, followed by external moderation conducted at the validating partner institution, the use of pre-Boards and partner exam boards, alongside the use of External Examiners, the College is able to ensure that there is rigour and parity in assessment and grading processes.

With average class sizes of 15 students, the nature of delivery ensures that students are able to access personalised, meaningful feedback and feedforward on all aspects of their academic progress on a regular basis while still being part of diverse learning communities that enable peer learning and collaboration. The staff-student ratio, and ability for all staff to get to know every student's personal and academic background, means that all students are well-supported by informed staff who conduct frequent tutorials. With contact hours of 15 hours per week for first-year students, reducing to 14 hours and 12 hours per week for second and third-year students respectively, the College balances the needs of non-traditional students through a personalised learning environment for all alongside a commitment to stretch, rigour and developing independent learning skills through its teaching and learning model. The HE Tutorial Scheme specifies opportunities for a minimum of two pastoral tutorials each year and an academic tutorial per module, alongside a weekly group tutorial for staff and students to discuss a range of academic or progress-related topics. In addition, the Scheme pinpoints the key periods of the student journey and ensures all first-year students have a 'right choice' tutorial within the first five weeks of study and that all final-year students (Foundation and Honours Degree) undertake an 'Exit/Progression' tutorial in the second semester. Accompanying this structured support, all staff are available on campus at specified times throughout the week and meet with students on a further ad hoc basis. These verbal interactions facilitate formative feedback that supports student progress and achievement; the ability to access formative feedback on assessment is embedded through course design and supported by the provision of Academic Development Lecturers who are accessible to all students on a one-to-one basis beyond their timetabled curriculum hours. With all of this feedback being recorded on OnTrack and shared with students, the College builds a holistic profile of every student's engagement and progress with their studies.



Student Engagement at UCO

Part of the success in the NSS and the improvements in all aspects of the student experience is due to the high value placed on the 'Student Voice' at UCO. Student engagement is one of the five core aims of the LTA Strategy, which strives to: 'facilitate student engagement with all aspects of the learning, teaching and assessment, including the development of accessible learning environments'. This is demonstrated through the variety of mechanisms used to meaningfully engage students in both feedback and feedforward exercises. Students' opinions are highly valued at the College and their views are sought at all levels to ensure that students are stimulated, stretched and challenged by the teaching, learning and assessment activities and that they feel valued and respected by staff and students at the institution; all of this is reflected in the specific questions asked in Induction, MEQ and CEQ surveys, by the agendas of each semester's Staff-Student Panels and the four Student Forums held throughout the academic year. While NSS Student Voice metrics are strong and evidence the success of this infrastructure, internal CEQ data for the last two years also highlights this as a strength of the College with a 84% satisfaction rate in 2016-17 followed by 90% in 2017-18. However, the College also recognises that working in partnership with students requires feedback to be a two-way process which is why timely and regular feedback on any issues raised by students, whether relating to academic matters or the wider learning environment, are responded to via dedicated group tutorials as outlined by the 'HE Tutorial Scheme of Work' or through the Panels and Forums themselves, minutes of which are always made available on the

Virtual Learning Environment (VLE). Student engagement in quality and governance is embedded through student representatives being included on all committee structures on the HE Campus as well as an elected HE Student Governor. Testament to the importance of student engagement at UCO is the success of a Student Ambassador in 2017, Gary Longley, who was nominated for the National Education Opportunities Network (NEON) Student of the Year Award. Receiving a commendation for his work with schools and colleges, his mentor work at UCO and how he combined this with studying and achieving the BSc Psychological Studies, the College is delighted by the value that students add to the student experience but also to championing HE opportunities in the local community. The impact of this can be seen in the NSS Survey, with 88% satisfaction rate in relation to having 'the right opportunities to provide feedback' and an 84% satisfaction rate for 'staff value students' views and opinions'.

Learning Environment

Oldham College is dedicated to providing an enriching, engaging and challenging learning environment for all students, that encourages participation in HE by students from diverse and non-traditional educational backgrounds. By delivering a curriculum portfolio relevant to local strategic and economic priorities and that is aligned to employer demand and need, while encouraging progression from further education or industry routes, the College's higher education offer is future-focused. Crucially, this delivery is underpinned by the provision of an appropriate and well-resourced learning environment that is supported by continuous investment in the higher education campus. This includes a HE-only Library and Resource Centre (LRC), a dedicated team of Academic Development Lecturers based in the Academic Success Centre (ASC), a Graduate Hub which homes a Career and Employability Service (CES) as well as the provision of course-specific equipment and spaces. The effectiveness of general and course-specific learning resources are continually reviewed and the College develops responsive improvement plans informed by staff and student feedback. AERs, Staff/Student Panels, MEQS/CEQs and the Student Forum all provide opportunities to review learning resources with all of these feedback mechanisms feeding into annual business plans and the Quality Improvement Plan (QIP).

Following a recent refurbishment, the LRC space supports a range of study modes including collaborative, individual and silent through the provision of three group study pods, a silent study room, and group study spaces. There are over 70 open access computers available providing a student to computer ratio of 1:7. There is also a bookable 1:1 study room, which is fitted with an adjustable table, PC and scanner making it fit for purpose to support disabled students. The UCO online catalogue, e-Databases (over 14,000 full text articles and e-Books) and VLE enable students to search for learning materials both on and off-campus. Partnership resources are also promoted within the LRC induction process and the VLE. The LRC utilises a ratio model for all new acquisitions with a standard of 1:7 for core and 1:20 for indicative reading. Customer service is at the forefront of the LRC provision, with the Service Standards clearly setting out what students can expect from the LRC and its staff as well as what is expected of them. This model is important to the College as it emphasises the importance of students working in partnership with College staff in their HE journey. The LRC plays a critical role in supporting student transition into and through higher education. Alongside daily 1:1 advice and guidance, staff also contribute to the first-year academic skills module and the HE Tutorial Scheme, delivering group workshops that support information and digital literacy skills development. The enhancements resulted in the significant increase in satisfaction in the NSS, an 18% improvement over two years, a trend reflected in the College's MEQ/CEQ surveys too.

The Academic Success Centre (ASC) provides a plethora of opportunities for students to develop their academic skills and works to inspire an aspirational approach to higher education study. With dedicated Academic Development Lecturers who deliver a dynamic programme of in-curriculum workshops and extra-curricular activities for students, alongside offering individual and small group tutorials, students are able to access specialist expertise that enables them to not just manage the demands of higher education study but to excel and succeed in their studies with personalised and tailored advice. The high quality of the provision is reflected in the ASC team securing a HEFCE Catalyst Bid under the 'Innovations in Teaching and Learning' Fund in 2016-17 which facilitated an expansion of the provision and the development of a dedicated learning space on campus to

further promote and enable student skills development with their futures in mind. Alongside this dedicated learning space that encourages peer-to-peer and group study, the team offer: an Academic English Course each summer to support students for whom English is not the first language to develop their language skills; a programme of Dissertation Workshops to coach final-year students in the requisite research skills; a series of self-access 'Academic Development Guides' that cover a range of academic skills topics, as well as working with course teams to embed subject-specific workshops within the curriculum, particularly at key transition points. Levels of engagement with the service are remarkably high. In 2016-17 the team delivered just under 400 individual tutorials, 60 embedded workshops across the curriculum areas, alongside six-weeks of academic skills input for all first-year students as part of the induction. The service data shows that 52% of students attended at least one tutorial with the team in 2017-18. The levels of support and academic development opportunities available to HE students contributes to the College's NSS performance in relation to assessment and feedback and academic support but it also testifies to the integrated team-based approach the staff at UCO take to ensuring all students are supported and encouraged in an aspirational journey. In an internal feedback questionnaire completed by just over 112 first-year students after completing the induction programme of academic development, 98% rate it useful to very useful.

The College is incredibly proud of the personalised learning experience it provides to students. However, this transcends the experience on the course and is part of the broader culture and ethos of the institution and is articulated through the 'UCO Steps to Success' programme. Delivered by all of the academic and professional services, the Steps to Success programme includes three key stages: 'Stepping Up', 'Step Change' and 'Stand Out'. Taken together, these three key steps represent the student journey as they transition into higher education, through the differing levels of degree study before taking that final step into their chosen future destination. This programme is delivered by staff in the LRC, ASC, CES, Disability and Wellbeing services via bespoke workshops and initiatives including a Centralised Induction Scheme, Information Literacy Programme, six-week academic skills module undertaken by all first-year students, transition events at the start and end of each academic year, and an institution-wide Peer Assisted Learning Scheme. Through these wider opportunities students are encouraged from day one of their studies to reach beyond the curriculum and to engage in a broad spectrum of activities and development that will ensure they have the requisite skills and capacity as graduates to excel in the future.

In developing its HE curriculum offer the College has made significant investments in ensuring the requisite resources and learning environment are in place to support courses in delivering excellent teaching, learning and assessment and in preparing students for the world of work. Creative and Digital Arts is a core element of the College's offer, reflecting the strength of the creative industries in the North West region. Graphic Design, Games Art and Photography programmes have course-specific studio spaces with specialist software packages and equipment. An example of how this impacts the student experience and preparation for the workplace is in Performance, where students benefit from two purpose built performance studios with specialist lighting and sound equipment. These spaces allow students to present their work to public audiences and provides them with opportunities to engage with work-based learning as they consider all aspects of producing a performance including lighting and set design, the operation of lighting and sound, front of house operations, and engagement with public audiences. Students utilise the studios and main foyer of the building for their annual performance festival EXCEL where they host a range of performance based activities to a wide range of audiences.

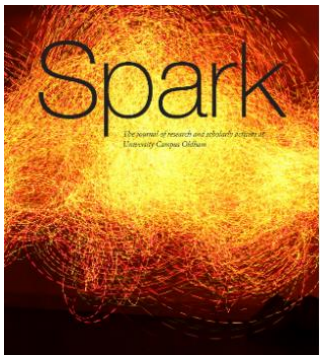
Equally, with a dedicated HE Student Services team who support students from application to graduation, as well as a HE Mental Health and Wellbeing Officer and HE Disability Officer, all students are able to access a wide range of expertise and resources that support their holistic development and higher education journey. With course administrators advising students through key information and processes from the point of application, alongside courses interviewing candidates or hosting applicant days, through to the use of health and wellbeing assessments to ensure support for students with disabilities, all students are engaged in a personalised experience

from that point of enquiry which is carried through the teaching and learning experience once enrolled on a course. Consequently, this means that all students are known to key members of staff and that they are familiar with the campus, the ethos and the individuals who are going to be integral to their journey throughout their degree. Integral to the effectiveness of these wider resources, is the reflexive and integrated approach taken by professional and support staff which ensures joined up thinking and clear channels of communication with academic course teams. The success of these processes and resources is reflected in the feedback we receive by our students in the Induction Survey. This is indicative of the broader trend with results from 2017-18 seeing a 91% satisfaction level with 'the information I received before I started was accurate' and 92% satisfaction with 'the induction has helped me settle in at UCO', both results which saw a year-on year improvement.

The UCO site has a specialist in-house team which provides support for disabled students, including a HE Disability Officer and a HE Health and Wellbeing Officer, who is qualified to provide counselling services. Specific services available for students include: confidential advice, guidance and support to applicants including a Health and Wellbeing Assessment at the point of application, guidance and support in undertaking a needs assessment or providing medical evidence and in applying for Disabled Student Allowance (DSA), individual input in implementing and managing learning support plans, financial support for undergoing Educational Psychologist Screening, individual and small group counselling sessions alongside longer-term monitoring and advice about managing mental health. In addition, the team provides advice and training to academic and professional staff to promote inclusion and equality and to ensure all staff are confident in supporting students with disabilities. The impact of this specialist provision is evidenced in the data from AERs as 90% of students who declared disabilities achieved in 2016-17, which enabled them to either continue their studies or graduate from their course. In 2017-18, this statistic remains fairly consistent with 86% of students with a disclosed disability progressing or completing their studies. The appointment of the HE Mental Health and Wellbeing Officer in the 2017-18 academic year attests to the College's responsiveness to student need and is one of the interventions deployed to address the non-continuation data and support positive outcomes for all. With many student withdrawals or suspensions, and increased engagement with disability services, being prompted by mental health issues, the College invested in dedicated pastoral support in this area. The impact of this can be seen by KPI data, in 2017-18, 88% of students who disclosed a mental health issue then went on to progress or achieve their qualification. In keeping with the ethos of UCO, this provision is not purely a reactive or remedial model, but enables in-curriculum input to be delivered that promotes positive health and wellbeing and empowers students to build confidence and resilience thereby supporting student success in HE study and prepares them for their futures.

The wrap-around professional and support services for students is just one of the ways in which the College delivers a personalised learning experience and works with students in securing positive outcomes for all. Beyond the provision of these wider resources, the College also has in place strategies that nurture a professional relationship between all staff and students; this includes tutorials (individual and group, personal and academic), the small-cohort teaching experience, and through extensive use of formative feedback opportunities. The HE Tutorial Scheme tracks the student journey at every level and ensures timely interventions that are tailored to the stages of study. Delivered through a group tutorial model, the Scheme provides a space beyond the module teaching times for staff and students to discuss progress, for student feedback and staff feedforward, and for career and personal development opportunities. Having a campus solely devoted to the delivery of higher education courses ensures that scholarship, research and professional practice are at the heart of the student experience and that students are exposed to a wealth of opportunities that broaden their horizons and nurture a deep understanding of their subject area as well as graduate-level skills. Embedding these principles within the culture of student life is achieved through multiple mechanisms: highly-qualified, research active staff with industry-relevant experience, employer involvement in course delivery, work placements and work-based learning, regular research forums and an annual research symposium at which staff and students showcase their research, a research publication (Spark), and funded support for staff and

students to attend conferences and professional activities. In 2017-18, the College became early adoptees of the Association of College's 'Research and Scholarship Framework', testifying to the value placed on research and scholarly activity for the ongoing enhancement of its HE delivery. Examples of activity undertaken at the UCO site include a research project focusing on supporting the student transition into higher education through use of peer-assisted learning. Led by the Academic Development team, this research project included a Graduate Intern working as a research assistant and, along with an academic colleague, travelling to Athens to present at an international conference, with the work subsequently published in the *Athens Journal of Education*. The high-level of student engagement in research activity is also reflected in the 'UCO Research Symposium' programme for 2017-18, in which contributions were delivered in equal number by staff and students. In addition, psychology students presented work at the British Conference of Undergraduate Research in 2016 and 2017 at the Manchester Metropolitan University and the University of Bournemouth respectively. In March 2018, an inaugural research journal was launched by UCO staff, publishing the work undertaken by colleagues throughout the academic year alongside contributions to the annual research symposium. With an ISSN number and the first edition being available in the British Library the journal is a celebration of staff and student achievements. Moreover, in 2016-17, second and third year Graphic Design students worked on a live brief for an academic member of staff to design an image for a monograph. The successful design 'The Words of Women' by Jack Robinson was used by Edinburgh University Press on the book cover. Through the annual research symposium and staff engagement with a wide range of events, research and scholarly activity remains at the heart of championing excellence in teaching, learning, assessment and the student experience at the College.



In striving for an inclusive, engaging and friendly learning environment in which all students feel welcome and supported, staff and students at UCO have established a regular calendar of social events and activities that help to build a sense of community and instil feelings of belonging in all students. This launches at the start of each academic year with Fresher's Fayre, scheduled as part of Welcome Week. Providing food, activities and inviting in local businesses, the event sets a positive tone and encourages students to interact with peers from across curriculum areas and to get to know staff beyond their immediate course teams. With a 'Festive Fun Day' prior to the Christmas Holiday period, staff and students come together to celebrate the achievements of the first semester while engaging in bake off competitions and other light-hearted activities. It is through these occasions that the UCO spirit, ethos and culture comes to the fore and how we consciously work to instil a sense of pride and belonging in all staff and students. With the HE Tutorial Scheme also identifying timetabled contact hours for staff to offer broader community-based activities, and Student Ambassadors and Representatives being empowered to organise events and societies, a cohesive learning environment in which all staff and students from diverse backgrounds work together is a hallmark of UCO.

Student Outcomes and Learning Gain

At Oldham College all HE-level provision is clearly aligned to the needs of employers, students and the local community with the aim of developing vocational expertise and contributing to the regeneration of the local economy. As part of the validation process, the College clearly demonstrates to awarding partner institutions how employability skills and current, employment-focused knowledge is embedded within the curriculum. This is enhanced by the presence of a local employer or industry specialist as part of validation approval panels and the impact of this is evident in ensuing External Examiner reports for all courses (see comments above). The curriculum alignment between the further education and higher education provision delivered by the College means that students have clear pathways into higher education and the College is able to support a diverse student population into higher-level study. The contextual data confirms that the majority of full-time and part-time students enter HE-level provision at Oldham College with medium, low or non-tariff points (see Table 2).

Tariff	FT %
High tariff	5%
Medium tariff	17%
Low tariff	32%
Non-tariff	34%

Table 2: Average Student Entry Tariff

From this 'non-traditional' entry route, students are supported through their studies via a number of qualification routes. With a blend of Foundation degree/Top-up degree strands and straight Honours degree routes, alongside two entry-level preparatory years, the curriculum offer is attuned and flexible so as to ensure that students from diverse and non-traditional backgrounds are able to achieve. The recent launch of these preparatory year courses was in recognition of the student demographic and they were developed as a means of not just encouraging entry into higher education, but in preparing students to be able to go on and to achieve at either foundation or honours degree level study. From the 2016-17 graduating cohort, 80% of students enrolled on Foundation Degrees continued to study for an honours degree with the College via the Top-up route, and 39% of PGCE students in 2017-18 were former undergraduate students at the College. The progression rates between different levels of study attest to the College's success in developing students and enabling them to progress through higher levels of study. Equally, students actively choosing to continue their education with the College, through to Level 7 in some cases, highlights that the College is viewed as a preferred destination and provider of HE. While being able to support all students into and through higher education is pivotal to the ethos and values of the College, it also works hard to enable all graduates to progress into meaningful and fulfilling employment, thus, progression, retention and success are reviewed and discussed as a holistic part of the student journey. Equally, there is a great distance-travelled by students. In 2017-18 50% of students achieved a 2:1 or 1st Class Degree, with a further 27% achieving a 2:2 classification. On the Foundation degrees, 43% achieved a distinction or merit. In a context where 66% of full-time students join a HE course with low or non-tariff entry qualifications this represents a momentous journey, demonstrating outstanding learning gain, and it testifies to the excellent teaching, learning and assessment provision of the College.

Student Retention

The single negative flag against non-continuation originates from the first year of the data set (2013-14 entrants) in which there was a Z-score of -2.6 highlighting a negative significance. The split metrics also contain negative flags against first degree level of study, young, white, female students in POLAR Q1&Q2 and IMD Q3,Q4 & Q5. Having analysed the data we can see that this indicator value is based on 29 non-continuers (compared to 24 in 2014-15 and 23 in 2015-16). Therefore, the small student numbers have been influential here and meant that even a difference of five students is sufficient to result in a negative flag. Equally, the split metric flags reflect the fact that the Health and Community Studies and Early Years courses had a proportionally higher non-continuation rate and this has contributed to the flags against these splits. However, in contextualising this, it is important to emphasise that in 2013-14 the College was still in the process of developing and refining the data management processes around HE students. One particular issue that the College has since identified and rectified is that students were not always correctly 'non-started' prior to the external census point. As a result, students were subsequently counted as a non-continuing student by the year two of study which is an inaccurate reflection of their status, in this case this accounts for six of the students within this population count. Without these, the data in this year would be 20% lower and in line with the following two years of TEF metrics. Staff training and implementing a clear workflow for data management has addressed these issues and the impact of this can be seen in the improving trend present in the non-continuation metric. In the year 2 and year 3 data sets for non-continuation there is a significant improvement; with year 2 being -1.6 from benchmark and therefore not deemed to be negatively significant while the year 3 data is now 0.4 above the benchmark. As with the NSS result, yet again the TEF metrics showcase an improving picture and reflect the fact that the current experience of students enrolled at the College is one of excellent teaching and well-rounded academic and pastoral support that embeds an ethos of aspiration and achievement. The part-time mode of study also performing on the positive side of the benchmark reinforces the attention and energy that the College puts in to supporting all students successfully through their higher education studies and demonstrates that current strategies have a positive outcome. A key intervention the College has put in place, that has contributed to the improvements in student retention, is the HE-specific 'risk register'. Overseen by a member of the Senior Management Team, and informed by course staff and

professional service staff, the process allows for a holistic view of student engagement with studies and provides early identification of those that may be at risk of withdrawal or failure due to academic or personal reasons. From this early identification through the monitoring of Key Performance Indicators, the College can work with the student to put in place relevant support and targeted interventions to mitigate the risk and ensure students are institutionally enabled to succeed as far as possible. The positive impact of these systems can be seen in the year-on-year improvements in the non-continuation metric as well as the College's three year improving trend in retention, achievement and success rates.

This improving trend in the non-continuation data is a reflection of the deliberate strategic actions and interventions put in place to ensure a diverse and non-traditional student body is given the best opportunity to succeed. One of the ways in which the College has sought to address the non-continuation trends is by introducing support mechanisms that respond to the academic difficulties faced by students. The academic and professional services discussed previously (see 'Learning Environment' section) are integral to this offer and accessible, tailored and aspirational academic support is at the heart of this work. However, the College also recognises that with 56% of full-time HE students over the age of 25, personal circumstances (i.e. work and family commitments) can frequently create barriers for student engagement with their studies. In a bid to minimise the impact of these barriers the College has implemented a range of initiatives to encourage positive outcomes for all and, notably, to support student retention. This includes the Bursary Gift which sees all first-year students with attendance of 85% or more receive a £500 bursary in three instalments in their first academic year. In 2017-18, 175 first-year students received a bursary gift (57% of the eligible population). For students from economically-deprived areas, or who are balancing caring responsibilities alongside full-time study, this additional financial support can be critical in enabling their ongoing engagement with their studies. In a survey conducted in the first year of this bursary being offered (2014-15), half of the respondents were carers who noted that if they had not received this money they would have had to take up further employment. The financial support has also encouraged students to engage in wider opportunities. For example, in 2017-18 Criminology students were able to use the money to finance an educational visit to Poland with UCLan partner students. Similarly, the College provides a Hardship Fund for students who may encounter unexpected or sudden financial hardship. Both these initiatives are designed to support positive outcomes for students and recognise the unique challenges that many commuting students in the local borough face in successful engagement with higher education. Further important adaptations include scheduling timetabled teaching on no more than three days per week for each cohort and between the hours of 9.15-16.00 to enable students to manage their studies alongside family and part-time work requirements. The positive impact this has on students is reflected in the 2017-18 NSS result that 87% of students agreed 'the timetable works efficiently for me'.

Graduate Outcomes

Since the transition from UoH in 2012, the College has proactively responded to the patterns and themes emerging from the DLHE and has made significant improvements which is reflected in the improving data set. The DLHE data from 2015-16 graduates highlights the complex landscape in the local area, and in relation to the College's curriculum areas, in securing graduate level employment. The local context is also critical to understand given the fact that the College primarily caters for local students who wish to remain in the local area when seeking employment after they graduate. In June 2017 – June 2018 the employment rate in Oldham for Highly Skilled Employment (based on SOC 1-3) was 35.7% (ONS Annual Population Survey). Compared to the North West (42.7%) and Great Britain's (45.9%) rate this is significantly lower and highlights the challenges faced by local graduates when seeking employment after their studies in the local area. Furthermore, Oldham is one of twelve local authorities out of 39 in the North West region to have a job density of <0.68 (ONS, Job Density, 2016). This has serious consequences for median earnings, with the median household income for Oldham being £23,920 once again falling below the average for Greater Manchester (£25,629) and Great Britain (£28,696) (Oldham Council, Oldham Local Economic Assessment, 2017). While these median earnings are not too far below the average, it is worth noting that Oldham has a recognised issue of being a net exporter of labour (7,203 more commuting out of the area than in to it for work) meaning those with the means and

desire to commute to highly skilled employment outside the local area will increase the median (Oldham Council, Oldham Local Economic Assessment, 2017). Based on the latest set of DLHE data, 47% of College graduates are employed in the Oldham region with a further 34% gaining employment in a Manchester postcode. Therefore, understanding the local economy and labour market is absolutely integral to reviewing the TEF metrics for student outcomes. In light of this stark landscape, the negative flags for the supplementary data pertaining to sustained employment and median earnings need to be contextualised as, without being benchmarked against a local picture, the flags are not reflective of the progress and outcomes achieved by our graduates.

> This partnership between Senior Local Authority Leaders and UCO has created an open dialogue on issues specific to the Oldham district and has also opened up new and exciting placement opportunities
> *(Representatives from Oldham Metropolitan Borough Council)*

It is important to note that the LEO metrics cover the years 2009-10, 2010-2011 and 2011-12. During these years the HE provision as it currently exists was part of the UoH and since then substantial curriculum development has realigned the portfolio with the local labour market and is now more employer-focused in nature. Since 2012, all curriculum development has been aligned with local strategic priorities and all courses have included industry input in their development to ensure suitability for graduate careers. As such, the LEO metrics are measuring performance and outcomes for a different suite of programmes, which although aggregate up into subject level data, do not evidence how employability, transferable skills and graduate outcomes have been supported in recent years. Equally, the small data sample also factors into both the DLHE performance and the supplementary metrics, with the indicator highlighting absolute low performance for employment or further study being skewed by the fact that the threshold for this is based on larger providers and not differentiated. Therefore, while the College recognises that there are still strides to be made to continue to improve graduate outcomes as measured in these surveys, the data does not represent the full story. It is also critical to understand the nature of employment in the key sectors aligned with the College's HE offer. With a high proportion of Creative and Digital Arts courses, short term outcomes are not always as statistically high performing, with many graduates taking time to work on portfolios, gain professional experience and undertaking more ad-hoc work through the pursuit of self-employment and freelance work. Equally, with a large number of students on Health and Community Studies, Health and Social Care, Children and Young People and Early Years courses, the majority of which lead to employment in the third sector and/or lower earning jobs not classified as SOC 1-3, this also influences the College's overall performance in the DLHE. This is certainly the case in the most recent DLHE Survey in which overall 31% of those working full-time were in SOC 6 'Caring and Leisure'. However, when you analyse the nature of the work and job roles undertaken by these graduates they are all relevant to their degree and are in fact jobs that have been secured *because* of their higher level qualifications, for example, in the Early Years these graduates are working as support workers, teaching assistants or in a nursery setting. Thus, these roles may not be classed as highly skilled and also equate to median earnings above the threshold, but they remain vital to the local economy and, in fact, align with one of the key strategic priorities of the area. Upskilling the local labour market in these areas, and supporting those who aspire to work in these sectors, remains vital to the ongoing socio-economic improvements of the local community.

> I particularly like the way your courses are so carefully designed to serve the needs of the community ... You clearly have excellent links that can and do contribute to student success
> *(External Examiner, Children and Young People FdA)*

In response to the DLHE data and the College's awareness of the local economy, the vocation-specific challenges and labour market, there has been ongoing work to target and improve graduate outcomes. Importantly, while the College recognises there is still a distance to travel in relation to the graduate outcome measure, we passionately believe that the work we do to develop relevant employability and transferable skills in our students is excellent, and recognised as such by students. While embedding employability skills and experience in the curriculum has been a core element of practice since the College launched new partnerships with HEIs, in 2017-18 the College, led by the HE Employability and Career Officer and UCO Senior Management Team, prioritised 'Graduate Destinations' as a core

theme in the Graduate Hub's delivery model. This was reflected in the in-curriculum skills workshops being delivered which looked at graduate destination opportunities in curriculum areas, the thematic focus of Employability Week and the types of employers and organisations that were invited to work with HE students including an emphasis on graduate jobs. Moreover, increased provision for mock interviews, practice for applicant days or psychometric test events, and a guaranteed 1:1 tutorial with a Career Advisor for all final-year students have all been fundamental to building graduate readiness for their future. Between the latest two sets of DLHE data (2015-16 and 2016-17 graduates) the College saw a 21% increase in students moving into highly skilled employment or further study as well as a £2,000 increase in median salary. While the improvement in graduate outcomes in the 2016-17 could be due to a range of factors, including the change in curriculum model and cohort sizes in key discipline areas, these improvements do signal that the longer-term strategic approach to ensuring a rigorous and context-appropriate embedding of employability skills and curriculum design is a significant step in the right direction.

The value and focus that the College places on upskilling the local community, creating well-rounded graduates who are equipped to compete in a challenging employment market is recognised in student responses to the DLHE Survey. In response to the question, 'how well did your overall experience in higher education prepare you for employment or further study' the College has a consistently excellent performance. The average scoring across 2015-16 and 2016-17 DLHE Surveys to this question in the 'well' or 'very well' category were 84% for employment and 90% for further study. Additionally, in the 2017-18 NSS the College included an extra bank of questions specifically related to employability skills development in order to supplement the DLHE feedback and to more fully understand how the employability and professional skills provision was impacting on students' career-readiness:

B15 Employability and Skills	**91%**
My Higher Education experience has helped me plan for my future career.	92%
My institution offered activities and resources designed to prepare me for the next step in my career.	85%
The skills I have developed during my time in Higher Education will be useful for my future career.	96%

Table 3: NSS Employability Questions 2017-18

Student feedback therefore demonstrates that, while the local economy, labour market and Highly Skilled Employment (HSE) prospects are challenging in the Oldham and North West region, graduates feel that the curriculum and additional opportunities on offer do prepare them for employment and further study and support in the development of transferable skills. The College believes this is testament to its aspirational approach to student futures which translates into positive outcomes for its HE students and the real-life difference HE-level study makes to individual lives.

The inclusion of work placements in a significant number of the degrees is fundamental to both the College strategic aims and to enhancing the academic learning experience and employability skills of students. However, employer engagement in the delivery of employability skills and employment readiness in students goes further than work placements as evidenced by the range of work-based activity delivered at the UCO campus. The wealth of activity is unique to every subject area, for example, the Performance course launched the 'EXCEL Performance Festival' in 2016-17, co-organised by staff and students, and this is now an annual event which includes two days of workshops and performances by students as well as industry professionals. There is now a well-established record of students who perform work at the festival taking their performances 'on the road' to reach wider audiences and further enhance their public profile. Comparatively, on the Business Management Foundation Degree, in 2016-17, second-year students were partnered with a management-level mentor from Unity Partnership who worked with

students to develop their skills and knowledge. Equally, our Children and Young People, Early Years, Health and Social Care and Community Studies with Health courses all include work-based learning activities and course teams have well-established links with local organisations who support students in applying the theoretical skills developed on their course into practice. These activities have enabled a range of student successes. Following on from the EXCEL Festival 2018, the graduating student who produced the festival is now in the process of producing some of the current students' work at a professional level, having recently secured a slot for a current second-year student at 'Emergency Festival' hosted by Z Arts. Similarly, work produced at the festival has subsequently been taken to the Edinburgh Fringe Festival.

Pivotal to driving the employability agenda is the Career and Employability Service (CES), which is an invaluable resource in terms of developing student employability and transferable skills and in supporting all students to become future-ready graduates. The College invested further in this resource in 2016-17 by establishing a dedicated Hub space on the HE Campus which extended the level of provision and included dedicated career and employer-focused materials and resources for degree-level students and graduates. In addition, the service operates under a well-structured and clear operational plan that takes into account key milestones and development needs for students throughout their academic journey. Contributing to the Steps to Success programme, providing subject-specific embedded input within the curriculum, alongside individual tutorial offer for all students, there are multiple entry-points into specialist advice, guidance and employability skills development for all students. The personalisation of the UCO CES is where it stands out. It gets to know students, supporting them through their journey and enabling them to reflect effectively, take responsibility for their personal & professional development and go on to independently manage their careers after their degree. Notable aspects of the service include dedicated one to one guidance for all final year students, a regular Breakfast Club, bringing together employers and students, and an induction programme that instils the importance of holistic employability skills from day one. Sessions on 'Growth Mindset', 'Wordpress for Beginners', 'Managing Social Media Profiles' and 'Setting up on LinkedIn' sit alongside more traditional sessions such as 'Application Writing' and 'CV preparation'. In the context of the fast-changing world of work, our CES is highly responsive and adaptive to the needs of each curriculum area, evidenced by the more recent development of 'Bitesize' sessions with Games Art students, to provide short and regular input to build the specific skills that those students need to thrive when they graduate. Equally, access to the service is offered to all students for three years after they graduate highlighting the College's commitment to longer term enhancement of student outcomes.

The CES prides itself on being evidence-led and continually embedding research-informed practice in the work it undertakes with staff and students. In a 2016-17 survey conducted with students, the biggest factors identified by students as barriers to employability were experience, job availability and confidence, anxiety or fear of rejection. Following this feedback, a targeted programme of activities has been designed to support students in ways that work best for them, focussing on their needs. For example, the service is currently working with Manchester International Festival (MIF) to enable students across all curriculum areas to participate in festival activities in 2019, widening their scope. The CES works consistently and meaningfully with employers and providers such as Positive Steps, ReachOut and Uprising to provide students with multiple opportunities to enhance their skills, knowledge and work-based experience. In 2017-18 a trip to Liverpool was organised, specifically focussing on increasing the social and cultural capital of students to improve their confidence and be more competitive in the jobs market. Our activities in this arena exposes students to the role models and success stories which help them to visualise themselves achieving success.

The Oldham Way

In enabling positive outcomes for all students the College believes that it is important to do this in a way that is right for Oldham. The success of the College's ethos and commitment to the local community, in enabling potential and nurturing individuals to be able to give back to that same community, is exemplified by the work of the Teacher Education team and its alumni. Over the last three years, 9% of graduates from the PGCE programme have gone on to work for the Oldham College, the majority of whom live in the Oldham area, epitomising our belief in growing teaching

talent and encouraging highly skilled individuals to stay and give back to the local area. This is illuminated by the fact that in the most recent DLHE survey, 53% of Pre-Service PGCE students were teaching in the Oldham borough. Many of these graduates also contribute to the Teacher Education team's highly successful Alumni Scheme, which sees graduates from the last three years come back and deliver workshops and training to the new cohort of trainee teachers. This sharing of knowledge, expertise and skill in a friendly and informal manner is integral to the College's identity and underpins the institutional culture and ethos.

The annual Graduation Ceremony captures the spirit of UCO provision and the important place it plays in the lives of students, but also the Oldham community. Each year graduating students join academic staff and guests from partner institutions, the local council and community, to process through the town centre. While this is an opportunity for the College to celebrate with pride the achievements of students, it is also a celebration for the town and an opportunity to raise the aspirations of the local community in relation to higher level study and skills in an area in which qualifications at NVQ 4 or above fall far below the national average.

Throughout this submission we have drawn heavily on evidence from internal student feedback to demonstrate the positive impact institutional initiatives and strategy has on the student experience and how highly students rate the teaching and learning quality, academic and pastoral support and institutional environment. At the same time, this emphasis on student voice reflects the genuine importance the College places on listening to and working with its students as meaningful partners in a learning community. The College prides itself on delivering high quality provision that achieves excellent outcomes for its students, furnishing them with the skills, attributes and the self-belief required to progress through their degree and into employment or further study that is appropriate and fulfils their aspirations. The College's culture of continuous improvement and aspiring for excellence permeates every aspect of the institution, and the vibrant, collegial and inspirational passion of staff and students enables the development of skills and knowledge fit for the future and fit for the Oldham community.

Student Consultation with the TEF Submission

The student experience at UCO has excelled many expectations held by students. It has given opportunities for students to learn new skills and stimulate our minds. The student journey starts from the outset where students are challenged to think objectively by creating an environment of free thinking. Students are encouraged to achieve their very best as staff show genuine interest in our ideas and thought processes, developing a personal connection with every student. The learning environment is relaxed and professional with all students being treated respectfully. When students start at UCO, not all know what they hope to achieve, they are shaped into strong individuals who are ready to challenge the wider world. The course content delivers an array of stimulating modules where staff teach with a holistic approach so that we learn everything there is to know about the subject. This helps students in their own independent studies to further their knowledge and positively compete with their peers, making learning fun. As every layer is peeled back, students not only learn about the subject but get skills in presenting, writing and the importance of referencing. This captivates students to achieve excellence not just in their academic careers but also in their personal lives. At the tail end of the student journey, students are well equipped in knowing what we need to start our new careers and for some the education journey is only just beginning. A great strength of UCO being a small campus is that there is a close knit community and a relaxed atmosphere where staff know the students they teach. Overall studying at UCO gives us a certain satisfaction which is something we did not necessarily have before; it is a place of making friends and expressing our thoughts without the feeling of being judged. UCO is a beacon of light for the surrounding area and is helping people achieve greatness in Oldham.

Statement prepared by the Lead Student Representative, Mohammed Rahman (Business Management Top-up Degree), with Student Representative Consultation at the HE Student Forum.